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ABSTRACT

This document examines the state of the law-related education (LRE) movement, which began about 25 years ago with the efforts of teachers and lawyers who wanted to give greater attention to the Constitution and the Bill of Rights. Descriptions are given of 10 successful high school LRE programs and 5 supportive national organizations. A 3-year study (conducted by the Social Science Education Consortium and the Center for Action Research) that measured law related education's (LRE) impact on students indicated that students who participate in quality LRE programs are less likely than their peers to be truant, smoke marijuana, cheat on tests, and commit felony acts. Their attitudes toward school and police are more favorable, and they tend to avoid contact with delinquent fellow-students. Instructional characteristics that contribute to "quality" LRE programs include: (1) adequate preparation and use of outside resource persons; (2) clearly stated learning objectives and sufficient time for instruction; (3) judicious use of illustrative material and management of controversy; (4) active participation by students; (5) involvement of building administrators; and (6) professional peer support for teachers. Other evidence indicating the importance of law related education on the curriculum include such facts as: (1) textbook publishers are developing LRE materials; (2) a recent study by Carole Hahn shows that the subject most frequently being added to the social studies program was LRE; and (3) many junior and senior high schools give enthusiastic testimony about the outcomes of the law related classes. The report concludes with a listing of state sources for materials and information for teaching LRE. (SM)

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How Fares Law-Related Education?

The efforts of a few farsighted teachers and lawyers a quarter of a century ago to give greater and more effective attention to teaching the Bill of Rights and the Constitution as a whole initiated what is now referred to as the law-related education (LRE) movement. Although the significance of this developing instructional area was discussed in a *Curriculum Report* five years ago, with the bicentennial of the signing of the Constitution at hand and that of the ratification of the Bill of Rights in the offing, this is an appropriate time to take another look and to consider the question, "How fares LRE in today's schools?"

Is It for Real?

Isidore Starr, a member of that pioneering group of lawyers and teachers, is considered by many to be the founding father of LRE. Reflecting a decade ago on those early years of law-related education and estimating its potential for young people in the years ahead, he said:

Pioneers among the lawyers and educators who nourished the idea of law studies . . . agreed that effective law studies instruction would lead to an understanding of the nature of law in our society, would develop analytical skills in confronting value conflicts, would assist in probing moral and ethical dilemmas, and would develop an appreciation for legal process and for the bases of law. (*Peabody Journal of Education*, Oct. 1977)

Most educators recall all too clearly, and sadly, the creative and euphoric times in the '60s and '70s when a host of exciting and promising curriculum innovations competed for time and attention in the high school curriculum, only to fade from the school scene in just a few years.

The reasons for the "fall" were varied and need not be examined exhaustively here, but two or three of the most common ones are clearly relevant to the future prospects for LRE.

Like innovations everywhere, some of the curriculum innovations just didn't work; some worked but didn't deliver the values promised. Perhaps most frequently, a proposed instructional design could not, over the long haul, maintain itself without substantial and continuing intellectual and financial support from "project centers" and their staffs of

interested specialists. Funds diminished and specialists turned to other interests.

Is it likely that LRE will fade as those other promising instructional proposals have? Is there any evidence that school people and members of the legal profession are becoming disenchanted with law-related programs because their expectations have not been realized? Does LRE appear to be an idea that can sustain itself without large and continuing "project" stimulation?

These are reasonable concerns of those who have made a commitment to the movement and of those teachers and school systems that are considering signing on.

So, what are the prospects for LRE in 1987?

It Surely Is

All the evidence indicates that LRE is indeed "for real"; that it is very much alive and prospering as a contributor to the secondary curriculum in 1987. There is a steady flow of new participants—teachers, schools, legal organizations, and others—a flow stimulated in large measure by the testimony of other educational and community leaders about what law-related studies have meant to their young people and their towns and cities.

A few examples of the vitality and variety of LRE in action are given later, but there are some other reasons for being optimistic about the future of LRE.

Please Route To:

1. _____
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ITEM:

Textbook publishers commonly receive mixed reviews regarding their contributions to the improvement of our schools, sometimes because of the concern that what they do or do not do is determined more by potential profit than by educational need or merit.

But that profit-making motive—certainly a legitimate one—is relevant to this CR discussion of LRE: A few commercial publishing houses now develop and distribute instructional materials for law-related educational use. That LRE has caught and held the attention of the real decision-makers in the business must be considered significant evidence of the durability of the field.

ITEM:

Professor Carole L. Hahn, a past president of the National Council for the Social Studies, reported in the March 1985 issue of *Social Education* the results of a study she made of developments in school social studies.

She queried the 46 members of the Council of State Social Studies Specialists about changes in curriculum content and emphasis in their states. Here is some of what she learned with particular regard to LRE.

- Of 14 major curriculum themes, law studies was mentioned most frequently of all (26 times) as having been added to social studies programs since 1975. It was ranked 11th in the 1975 study.

Is it likely that LRE will fade as those other promising instructional proposals have? Is there any evidence that school people and members of the legal profession are becoming disenchanted with law-related programs because their expectations have not been realized?

- Responding to the question: "What are the priorities within social studies in your state?" these 46 specialists ranked law-related education fourth, following citizenship education, economics education, and critical thinking/problem solving.

- "The biggest change since 1977 is that law programs are now in wider use than any of the 'new social studies projects,'" according to Hahn.

ITEM:

At the end of this CR is a list of major contacts/resources on law-related education in each of the 50 states and the District of Columbia. Although other resources are available in the states, space prohibits their being listed here.

ITEM:

LRE is also adaptable to local conditions and educational resources. Although textbooks and other kinds of instructional supports are available for use in law-related programs, most LRE offerings have a substantial "home-made" component, a condition well-illustrated in the examples of school practice that follow.

Schools and individual teachers have been doing what they can, learning from each other and from their own experiences, drawing on suggestions and materials available from a few study centers, making use of inservice opportunities available from one source or another, and

bringing into their instructional enterprises people and content from their local and regional legal communities.

It is especially important to note that this "homemade" environment permits selecting much of the content of LRE courses from the processes, laws, regulations, organizations, and civic institutions with which students are likely to have first-hand experience or have observed in real-life operation.

This is not to say that an LRE course or program is topnotch just because it is indigenous; not all grandmothers bake great pies, either.

Furthermore, it would be wasteful to insist that LRE teachers take time and effort to reinvent their own instructional wheel, using resources they might better spend on adapting existing exemplary educational vehicles to the needs of their pupils.

In the case of law-related education, teachers and school systems are taking advantage of a rare opportunity to design their own teaching-learning context for their students; they are creating their own LRE instructional patterns and content.

That so many school people are taking advantage of this opportunity is another reason for being sanguine about LRE's future.

ITEM:

Law-related education has staying power partially due to the ways federal funding has been applied to local development.

Since 1978, both the Office of Juvenile Justice and Delinquency Prevention and the Office of Education have funded law-related education. Additional funds have been awarded from the National Endowment for the Humanities.

This "outside" funding to schools and communities for LRE fosters self-sufficiency, not dependency. A key element of this funding is the training and development of local and state LRE leaders who assume professional responsibility for area programs.

National and regional LRE institutes traditionally involve teams of teachers, administrators, and community resource persons from local school districts.

At the institutes they are exposed to the wide range of LRE resources and seek ways to adapt these and develop their own materials.

Exempli Gratia

Here are a few examples to illustrate the variety of forms that law-related education is taking in high schools around the country at the hands of resourceful teachers and co-operating communities.

===== DOWAGIAC UNION HIGH SCHOOL, 701 West Prairie Ronde, Dowagiac, Mich. 49047. Contact: Mark Binder, teacher; Lawrence A. Crandall, assistant superintendent, Dowagiac Union Schools.

Law-related education has developed through an evolutionary process at Dowagiac High School, with its roots dating back to a mini-course during the 1973-74 school year.

High student interest seemed to mandate a continuance of the class on a semester basis when the mini-classes

were dropped in 1977. This student interest and administrative support coupled with enthusiastic teachers has allowed the program to expand to its present status, which consists of the following:

- Law I, which is taken by all 9th graders and is a graduation requirement
- Law II, an elective available to juniors and seniors
- Law III, an independent study release program open to a select group of seniors who have an interest in some aspect of the law as a career.

Beyond this structured framework, the vigor and impact of the law program spring from a variety of student activities and from the participation of resource people from the legal community.

Almost every course unit includes activities of some kind: simulation games, fingerprinting, polygraph tests, breathalyzer demonstrations, mock trials, and drafting contracts.

But the most successful and impressive activity occurs outside the classroom. In the "Police Ride-Along Program," students volunteer to ride once a semester with the local police patrol from 6:00 to 9:00 p.m. Approximately 200 students have taken advantage of this opportunity each year since its inception five years ago.

Like innovations everywhere, some of the curriculum innovations just didn't work; some worked but didn't deliver the values promised.

Crandall and Binder emphasize that a program as extensive as theirs does require the support of many people, saying,

We have indeed been fortunate to have the guidance and support from the legal community—our chief of police, the county prosecutors, judges, and attorneys. However, without the initial and continued support of the school's administration and board of education, our attempt at law-related education would have experienced the same fate as other mini-classes and have been just another passing fancy of the '70s never to be heard from again.

The attitudes of Dowagiac High students toward the police have become more positive and, in turn, the attitudes of police toward students have improved. And juvenile delinquency has been reduced as students gain a better understanding of the police officers and the job they do.

ALBUQUERQUE HIGH SCHOOL, 800 Odelia, NE, Albuquerque, New Mex. 87102. Contact: David Libertore, assistant principal.

Albuquerque High School has a student population of 1,600 and is the oldest of the city's 11 high schools. Because of its geographical location, the school serves a population of diverse socioeconomic and racial/ethnic backgrounds.

When David Libertore, now assistant principal in charge of curriculum, arrived at the school eight years ago the curriculum did not include law-related studies.

A former social studies teacher familiar with LRE, he was able to persuade the social studies department that a crucial need existed in the civic education of AHS students. He demonstrated LRE materials in classrooms and arranged for teacher attendance at training workshops.

Libertore was instrumental in creating a Street Law course and encouraged social studies teachers to infuse LRE materials and methods into their history and civics courses.

When the district rewrote its civics curriculum, he persuaded the social studies faculty to include LRE goals and objectives, thereby making LRE an integral part of daily instruction.

Libertore estimates that annually, approximately half of Albuquerque High students benefit directly from law-related instruction. He says he stays enthusiastic about LRE because it gives students knowledge and understanding of their responsibilities toward the law, it makes them active participants in their own learning, and it promotes the development of critical-thinking skills.

Leadership in implementing LRE programs, he believes, starts with the principals, for principals are in a unique position to influence teachers to make curriculum changes while at the same time marshalling the support for such changes by the administration.

UINTAH HIGH SCHOOL, 161 North 1000 West, Vernal, Utah 84078. Contact: JoAnn Gilbert, teacher; William Caldwell, principal.

Utah High School, located in a semirural area in the eastern part of Utah, has offered Civil and Criminal Law as a full-semester course on an every-other-year basis since 1977. The course, which focuses on practical applications of civil and criminal law topics, has at least two sections.

The teachers use a variety of texts and other materials, but rely heavily on resource people as instructional supplements. Attorneys, law-enforcement officers, and juvenile justice personnel regularly visit the classroom to participate in lectures, simulations, and small-group discussions.

The school participates annually in the statewide Mock Trial Competition and uses the supplementary law-related education materials available from the Utah Law-Related Education and Citizenship Education Project based at the state office of education.

MIAMI SUNSET SENIOR HIGH SCHOOL, 13125 SW 72nd St., Miami, Fla. 33183. Contact: Fran Menton, teacher; Barbara Silver, principal.

In 1983, Miami Sunset established its first law course in conjunction with the Law Education Goals and Learnings (LEGAL) Project of the Dade County Public Schools. Since then, law-related studies have become a vital and popular part of the social studies curriculum at Sunset.

In addition to offering two sections based on the LEGAL curriculum, Menton has established a cocurricular LEGAL club, with more than 40 student members. Sunset is also one of the pioneer schools for the Teens, Crime, and the Community program conducted in conjunction with the National Institute for Citizen Education in the Law, the local Crime Watch Program, and the Metro-Dade Advocates for Victims program.

To help facilitate the flow of law-related resources from the community into the classroom, Sunset participates in the Lawyer/Teacher partnership program co-sponsored by

LEGAL, the Young Lawyers Section of the Dade County Bar Association, and Phi Alpha Delta.

Menton's enthusiasm for LRE is shared by her students. "The hour goes by very quickly," she says. "I find the students don't leave class right away when the bell rings, they want to continue with the topic under discussion."

She also commends the participatory aspects of the program, which capture the attention of all students. "Kids feel that they are involved in the system, they relate to the course. Because of the involvement, LEGAL is the kind of course in which every student can succeed; even those who have formerly been disciplinary problems excel."

LONG BEACH UNIFIED SCHOOL DISTRICT, 701 Locust Ave., Long Beach, Calif. 90813. Contact: Jack N. Hoar, social studies consultant.

The district's law-related education program now contains two elective courses: Youth and the Law, a junior high school elective that can be taken in 8th or 9th grade, and Criminal and Civil Law, which can be taken in the 10th, 11th, or 12th grade.

Both courses are based on the *Guide to Teaching Citizenship/Law-Related Education Courses*, which was written and published in 1983 by two Long Beach teachers, Ernest Beckett and Mary Burce Miller.

Each course includes a study of selected concepts and values that underlie the American legal system and some of the practical knowledge basic to "legal literacy" in our society.

Students thus learn what the law is and develop skills needed to participate in decision-making activities related to what the law should be.

In the junior high course, the basic instructional materials are:

- Two Law-in-a-Free Society Multimedia units titled, *Authority and Responsibility* (available from the Center for Civic Education)
- *Criminal Justice and Civil Justice* developed by the Constitutional Rights Foundation (Scholastic Book Services)
- The *Law in Action* Series (West Publishing Co.)

The senior high course uses the Multimedia Instructional Units *Justice and Privacy* and the National Institute for Citizenship Education in the Law's *Street Law: A Course in Practical Law*, which is distributed by West Publishing Co.

Both courses make extensive use of supplementary materials and of outside resource persons. The *Guide* provides lists of specific materials and lesson plans for use by resource persons.

Jack N. Hoar, social studies consultant for Long Beach schools, has been a leader in law-related education for more than a decade, and in 1986 he received the Isidore Starr Award for Excellence in Law-Related Education.

The Starr Award was established by the American Bar Association to be given annually to an individual who has made significant contributions in promoting excellence in law-related education in elementary and secondary schools.

SCHOOL OF LAW AND GOVERNMENT, Jefferson High School, Edgerton Park, Rochester, N.Y. 14608. Contact: Beverly Barr Vaughn, House administrator.

The School of Law and Government, a "school within a

school" at Jefferson High, was started in 1982 and has grown to be one of the most popular and well-known magnet programs in the Rochester school system, having a maximum enrollment of 150 students in grades 9-12.

The core program involves students in a series of four, year-long courses focused on the law: *Introduction to Law and Government*, *Criminal Law*, *Civil Law*, and an *Internship and Practicum in Law*. In addition, social studies, English, and science courses incorporate a broad range of topics. Field trips, public forums, classroom speakers, and participation in community service projects strengthen and extend the program.

A newsletter produced by students in the magnet group, which highlights special events, student achievements, and visitors to the program, has kept parents, the community, and other Jefferson students and faculty informed about the magnet's activities.

A primary goal of the school is to use the community as a classroom; striving to reach this goal has enriched the curriculum in several ways. For instance, a major Rochester law firm has formed a partnership with the School of Law and Government, which brings members of the firm into classrooms to make presentations and to serve as legal resources for teachers, while non-lawyer members of the firm's staff—paralegal, legal stenographers, research librarian—have reviewed their own legal careers with students.

All the evidence indicates that LRE is indeed "for real"; that it is very much alive and prospering as a contributor to the secondary curriculum in 1987.

The community is a classroom for these students in other ways. A special internship for seniors sends them into the court to follow a case to its conclusion, working in the offices of state and local elected officials, and working with police on the beat and in the forensic laboratory.

For the last three years the school has had a special liaison with Monroe Community College. School of Law graduates with a "C" average or better are automatically accepted for the Criminal Justice Program at the college.

Growing out of this is "Tops Cadets," a special program of the Rochester Police Department that offers employment and tuition to successful students enrolled in the MCC Criminal Justice Program.

Student achievement, attendance, self-confidence, and school spirit are all exciting and rewarding outgrowths of membership in the School of Law and Government. A highly motivated and involved faculty with a strong commitment from the community has made this inner-city magnet school program a success.

LINCOLN HIGH SCHOOL, P.O. Box 109, Cambridge City, Ind. 47237. Contact: Faith Phillips, librarian.

As a result of a grant from the Governor's Task Force on Citizenship Education and the Indiana Criminal Justice Institute, Lincoln High School became actively involved in law-related education a few years ago.

A retired police officer living in the community made the

initial contact with the state LRE coordinator concerning the possibility of financial help for the school.

A team of six teachers participated in the LRE Training of Trainers Institute at Indiana University during the summer of 1985. Among these was Faith Phillips, librarian for this 480-student high school. Following the institute, Phillips, working with other team members, conducted an in-service training program about LRE for other local teachers and community resource people.

As a result of these efforts, the high school has a well-stocked LRE resource center and enjoys the active participation of the school's social studies and business law departments.

The Lincoln High School experience shows that an LRE program can be successfully developed in a small high

A few commercial publishing houses now develop and distribute instructional materials for law-related educational use.

school in a small community when faculty members are encouraged and supported in their efforts to open the curriculum to the realities of contemporary American life.

===== BELL VISTA HIGH SCHOOL, San Juan Capistrano School District, 8301 Madison Ave., Fair Oaks, Calif. 95628. Contact: Richard Gonsalves, teacher.

Older students helping younger students learn is not a new idea. A new twist, however, is the way teacher Dick Gonsalves is using this strategy in his citizenship and law-related education courses in Sacramento. Guided by the knowledge that students understand and retain concepts better when they apply and internalize them, Gonsalves has all his 12th grade law students teach sixth grade students what they themselves have learned in their law course.

The high school students begin preparing for their teaching experiences two weeks in advance. They are given resource materials, a basic format for their teaching, and the names of the participating sixth grade teachers.

Then they begin developing their own well-structured lesson plans, including an introduction, pretest, presentation of materials (lecture-discussion, role play, slides, movies, etc.), application (case studies, simulations, etc.), posttest, and student evaluation. All lesson plans are thoroughly checked by Gonsalves.

Once the lessons are approved, the high school students assume responsibility for contacting the sixth grade teachers to set the times and dates for the classroom visits. The program focuses on only one elementary class level to avoid elementary school students repeating the experience from year to year.

One of the most rewarding aspects of this program is that students of varying academic abilities can participate. Younger students gain knowledge of the law and benefit from positive role models; older students are able to share what they have learned while internalizing knowledge for future application.

This school-to-school partnership has proved so popular that Joseph Maloney, executive director of the Citizenship

and Law-Related Education Center for the Sacramento Region, asked Gonsalves to share his program with other elementary and high school teachers in the region. The workshop was well-received, and teachers in other districts are planning to use his ideas in their programs.

===== SAVANNAH PUBLIC SCHOOLS, 208 Bull St., Savannah, Ga. 31401. Contact: Fred Cichon, social studies consultant.

Each semester, approximately 1,300 ninth graders in the seven high schools in the Savannah area take a citizen and law-related course, which is a local and state requirement for graduation. This course has six major units: Introduction to Government Under Law, Rights and Duties of Citizens, The Process of Politics, National Government, Criminal and Civil Law, and State and Local Government.

The guide for the course was developed jointly by the Savannah-Chatham County Public School System and the Center for Citizenship and Law-Related Education at Georgia State University.

A 1983 summer institute about law-related education for secondary school teachers served as a focal point for determining the curriculum revisions needed to meet state board of education and local high school graduation requirements.

A grant from the U.S. Department of Education in 1984 helped to support the production of the course guide, a product of the planning that began at that summer institute.

Content objectives in the guide are aligned to the system's textbooks and available support materials. In addition, each objective is accompanied by suggestions for classroom activities suitable for a variety of learning styles and ability levels.

That LRE has caught and held the attention of the real decision-makers in the business must be considered significant evidence of the durability of the field.

The most recent test results on an instrument correlated to the course objectives had a systemwide mean score of 67 percent, up from 1984-85's original mean of 48.7 percent.

===== LINCOLN PARK HIGH SCHOOL, Law and Justice Center, 2001 N. Orchard St. Mall, Chicago, Ill. 60614. Contact: Diane Farwick, teacher.

The "best thing I ever took in my life" is how Diane Farwick still describes the LRE teacher institute in which she participated in the summer of 1967.

That institute initiated the LRE program for the Chicago schools that began as a cooperative effort of the Chicago Bar Association and the Chicago Board of Education. Nearly two decades later students at Lincoln Park High School continue to benefit from the type of enthusiasm for and commitment to law-related education stimulated by these early efforts.

Juniors and seniors can learn about the law through the regularly scheduled classes in Law and American Society and through the specially structured Career Development Center for Law and Justice.

Eleven sections of Law in American Society are offered each semester. These classes vary in their emphasis on constitutional issues and the Supreme Court, juvenile law, criminal law, and civil law. The civil law focus incorporates materials that meet the state consumer law requirement.

Students enrolled in the Career Development Center for Law and Justice are scheduled into the course for three consecutive class periods, five days a week. This course covers the same basic areas covered in Law and American Society, augmenting them with a strong career development emphasis.

Farwick, director of the Center, says that the extended and flexible scheduling allows her to take full advantage of community resources to enhance her teaching. Sometimes all 30 students registered for this three-period course visit courtrooms or other community sites; other times a small group of students may be sent out on community assignments while the others work on projects in the classroom or the library.

Each year, Farwick introduces students to a new project or activity. This past year, for example, one activity teamed

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the high school students with police officers to instruct eighth graders. All juniors and seniors enrolled in the Center program participated in a training session with the Chicago Police Department Youth Officers, assisted by the Chicago office of the Constitutional Rights Foundation.

After the training student volunteers paired with police officers and went into 10 elementary schools to teach an LRE lesson, Police and the Constitution, to eighth grade students who were studying the Constitution for their graduation requirement.

Effective, But Only If . . .

Equally enthusiastic testimony about the character and outcomes of their law-related curriculum offerings comes from a multitude of other junior and senior high schools across the country.

Since teachers and administrators tend to be a cautious and conservative lot, one must believe that these educators found, each in his or her own way, that LRE experiences can and do have a positive influence on students' attitudes and conduct, in school and out. This conclusion is supported by research findings sampled here.

A recent study reaffirms the findings of a study a decade ago that students in LRE classes tend to improve their attendance records. A just-released report of a three-year experimental investigation of the impact on students of LRE, conducted by the Social Science Education Consortium and the Center for Action Research with funding by the National Institute for Juvenile Justice and Delinquency

Prevention, indicates that students who participate in quality LRE programs are less likely than their peers to be truant, smoke marijuana, cheat on tests, and commit felony acts.

Their attitudes toward school and police became more favorable, and they tended to avoid contact with delinquent fellow-students.

The reference above to "quality" LRE programs was not just a casual use of that modifier. To quote from the Executive Summary of the report,

The study showed that LRE can improve students' attitudes, perceptions, and behavior—but that these favorable outcomes do not follow automatically from adopting an LRE textbook and offering a course by that name. Some classes have been far more effective than others in achieving delinquency prevention behaviors. . . Law-related content by itself does not improve students' attitudes, build good citizenship, or reduce delinquency; but it is a convenient and effective hook upon which to hang a set of features that have the power to achieve those important objectives.

The research team included a staff of trained classroom observers who provided information about the quality of curriculum treatment, instruction, and student interaction in all the classes involved in the research.

Relating these observations to other measures of outcome made it possible to identify a half-dozen instructional characteristics that seem to contribute to "quality" LRE programs.

Because of their uses for both new and experienced workers in the LRE field, the six statements and a sentence or two about each are quoted from the Executive Summary.

1. *Adequate preparation and use of outside resource persons.* In every year of the study, the most effective LRE classes were the ones that made the most frequent use of [well-prepared] outside resource persons. In addition . . . use of visitors in LRE classrooms [was] more strongly associated with increased student attachment to teacher and school and with shifts from delinquent to non-delinquent peer associations than any other classroom practice or event.

"The biggest change since 1977 is that law programs are now in wider use than any of the 'new social studies projects,'" according to Hahn.

2. *Checking for student understanding, stating learning objectives, and providing a sufficient quantity of instruction and depth and density appropriate to the material covered.* These are practices associated with good teaching in general. The reason for including them here is that they appear to contribute not only to the achievement of purely educational objectives, but . . . to improvements in students' behavior and their attitudes toward teachers and school.

3. *Judicious selection and presentation of illustrative material and management of controversy.* Although teachers of the most effective classes were not

unrelenting defenders of the status quo, discussion and debate around important issues usually left students persuaded that existing laws and judicial procedures were mostly necessary and just. The recommendation is for both teachers and outside resource persons to present a well-balanced view that depicts the system neither as incredibly infallible nor as nightmarish.

4. *Active participation and student involvement.* . . . Opportunities for group work built into LRE text materials typically generate student enthusiasm and improved interaction in the classroom. . . . Escalate the potential behavior-related effects of group work by adding elements [known] to have lasting effects on friendship choices: a deliberate mix in abilities of students who form groups; task interdependence, work that can be completed only through contributions of all members; and reward interdependence, for example, by letting group performance affect members' grades.

5. *Involvement of building administrators.* In all schools housing the most effective LRE classes, in-building administrative support has at least included providing classroom resources, facilitating field trips, and dealing with concerns voiced by other teachers or members of the community. The recommendation is for strong and informed support from building administrators; one way this has been achieved is by training them along with their teachers.

6. *Professional peer support for teachers.* Teachers called upon to be innovative are likely to require more support than others from their peers, preferably persons teaching LRE in the same building or district. Assigning a team of two or more teachers in a school

Beyond this structured framework, the vigor and impact of the law program spring from a variety of student activities and from the participation of resource people from the legal community.

to receive LRE training and to teach the subject creates opportunities for discussion of classroom practice, mutual observation and critique, and shared preparation. The risk of a solitary heroic figure burning out is diminished.

For Help, Call or Write

The future of law-related studies is promising in part because LRE programs tend to be locally designed and funded rather than dependent on uncertain "grant money" and purchased programs. However, local initiative should not preclude using relevant materials, services, and experience from outside sources, as all the schools previously profiled have done.

The state contacts listed later in this CR are examples of such outside resources, but a number of national organizations have also been helping schools develop their LRE interests. Here are notes on five of the best known.

 **SPECIAL COMMITTEE ON YOUTH EDUCATION FOR CITIZENSHIP**, American Bar Association, 750 North Lake Shore Drive, Chicago, Ill. 60611. (312) 988-5725. *Contacts:* Charlotte C. Anderson, staff director; Mabel C. McKinney-Browning, assistant staff director.

ABA's Special Committee on Youth Education for Citizenship, since its inception in 1971, has been working with elementary and secondary school teachers and administrators, juvenile justice officials, state and local bar asso-

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ciations, and others to design and implement law-related programs that meet the needs and interests of their communities.

YEFC publishes two free newsletters, *LRE Report* and *LRE Project Exchange*, on the latest developments in LRE. It also publishes the prize-winning magazine, *Update on Law-Related Education*, three times a year (\$10.50/yr.).

Each issue focuses on a particular legal topic and includes reports on recent Supreme Court decisions, innovative classroom strategies, and important developments in law and law-related education. Packets of past issues of *Update* are available to facilitate teaching about the Constitution and Bill of Rights.

YEFC serves as a national clearinghouse of information on LRE. The *LRE Database*, a computerized data retrieval system, provides information on who's involved with LRE in your community and state and who can help with program development.

An up-to-date listing of current books and materials for LRE is also available from the clearinghouse.

Conferences, seminars, and institutes round out YEFC's activities. Each year a National Leadership Seminar is conducted for approximately 150 LRE leaders across the country, and development seminars and institutes are offered in conjunction with state and local LRE projects.

 **CENTER FOR CIVIC EDUCATION/LAW IN A FREE SOCIETY**, Suite I, 5115 Douglas Fir Rd., Calabasas, Calif. 91302 (818) 340-9320. *Contact:* Charles Quigley, executive director.

The Center for Civic Education, a nonprofit corporation established by and affiliated with the State Bar of California, is engaged in research, development, and implementation of civic education programs for public and private elementary and secondary schools.

Among the resources available through the Center are teacher-training materials, K-12 multimedia instructional units, and materials and programs on the Constitution and the Bill of Rights.

CCE/LFS's K-12 curriculum is based on eight concepts fundamental to an understanding of our constitutional de-

mocracy: authority, privacy, justice, responsibility, property, diversity, freedom, and participation. Multimedia instructional units are available for four of these: *Authority, Privacy, Justice, and Responsibility*, and are provided in six levels of scope and complexity from Level I for K-1 to Level VI for grades 10-12.

Instruction helps students develop the knowledge and analytical skills required to deal effectively and responsibly with legal and political issues. Materials and activities—e.g., simulated town meetings and legislative hearings—help students develop a reasoned commitment to democratic principles, processes, and values. Teacher training materials and institutes develop and extend teachers' capacities to teach the curriculum effectively.

In commemoration of the constitutional bicentennials, the Center is developing and conducting nationwide field testing of study units for a National Bicentennial Competition on the Constitution and Bill of Rights from 1987 through 1991. Each year, this program will involve classes in one or more school systems in each congressional district in competitions that will conclude with the winning classes from each state participating in a national competition in Washington, D.C.

... Teachers and school systems ... are creating their own LRE instructional patterns and content. That so many school people are taking advantage of this opportunity is another reason for being sanguine about LRE's future.

PHI ALPHA DELTA PUBLIC SERVICE CENTER,
Suite 325E, 7315 Wisconsin Ave., Bethesda, Md.
20814 (301) 961-8985. Contact: Robert E. Redding, executive vice president.

Phi Alpha Delta (PAD) is a nonprofit international law fraternity with 115,000 members, 87 alumni chapters, and chapters in 168 law schools.

Since 1979, the fraternity has conducted an extensive LRE program, which currently is managed by its affiliated Public Service Center. The PAD national network includes judges, prosecutors, lawyers in government and private practice, business leaders, law teachers, and law students.

With this nationwide resource base in thousands of communities, the Public Service Center can help initiate and sustain LRE program activities wherever assistance is desired.

The Center offers further technical assistance by experienced educational consultants to aid in program development and resource mobilization.

Supporting the LRE work of the Center is a full range of resource materials to assist members of the justice community in working with elementary and secondary school students and teachers. Among the manuals are: *A Resource Guide on Contemporary Legal Issues for Use in Secondary Education*; *State Courts and Law-Related Education*; and *The Lawyer-Teacher Partnership—A Resource Guide for Attorneys in Law-Related Education*.

CONSTITUTIONAL RIGHTS FOUNDATION, 601 S. Kingsley Drive, Los Angeles, Calif. 90005 (213) 487-5590; also 220 S. State St., Chicago, Ill. 60604. Contacts: Los Angeles: Vivian Monroe, executive director, or Todd Clark, education director. Chicago: Carolyn Pereira.

The Constitutional Rights Foundation (CRF) has been creating law and citizenship education programs for young people since 1962 when it began operations in Los Angeles. The Chicago office was opened in 1974 to introduce and adapt the successful California programs for use outside that state.

Teachers have found CRF's free quarterly newsletter, *Bill of Rights in Action*, to be a valuable tool in history and government courses. The text, *Criminal Justice in America*, (Scholastic) provides a comprehensive treatment of major criminal law, procedures, and issues of criminal justice.

The CRF-sponsored Law-in-the-Social-Studies series currently consists of four texts for use in secondary school history and government courses: *Of Codes and Crowns—The Development of Law* (world history); *American Album—Two Hundred Years of Constitutional Democracy* (U.S. history); *To Promote the General Welfare—The Purpose of Law* (U.S. history); and *The Crime Question: Rights and Responsibilities of Citizens* (government and civics).

NATIONAL INSTITUTE FOR CITIZEN EDUCATION IN THE LAW (NICEL), 25 E St., NW, Suite 400, Washington, D.C. 20001 (202) 662-9620. Contact: Lee Arbetman, associate director.

The National Institute for Citizen Education in the Law is a national nonprofit organization dedicated to fostering an understanding of law and the legal system. A 30-member National Advisory Committee composed of men and women prominent in law, education, business, and community service assists the staff in program planning and organizational development.

Founded in 1975, NICEL grew out of the highly successful Street Law Project, which had been co-sponsored by the Georgetown University Law Center and the District of Columbia school system.

Similar partnership programs that pair law school students and high school social studies teachers now operate

National and regional LRE institutes traditionally involve teams of teachers, administrators, and community resource persons from local school districts. ... At the institutes they are exposed to the wide range of LRE resources and seek ways to adapt these and develop their own materials.

in 26 cities, and the Mock Trial competition that serves as the culminating activity for this program has been expanded on a statewide basis in nearly 30 states.

NICEL has also been active in developing and replicating MENTOR, a law firm adopt-a-school program, as well as court-system-based LRE programs for first offenders in several states.

The Institute has been responsible for the preparation of a number of materials to support secondary school LRE programs, which are available from commercial textbook publishers: *Street Law: A Course in Practical Law* (3rd ed., West, 1986); *Great Trials in American History* (West, 1984); *The Life Skills Series: Consumer and Family Law* (West, 1981 and 1983); *Mock Trial Manual* (Social Studies School Services, 1983); and *Current Legal Issues Film-strip Series* (Random House, 1983, 1984, 1985).

Institute staff members are available to assist with teacher training, resources mobilization, the development of state-specific supplementary materials, and the establishment of specific partnership arrangements.

More Aid, AK to WY

Closer to home are the people and organizations available in all 50 states to assist school systems and teachers in introducing and improving law-related studies in their high school instructional programs.

Below is a listing of such resources state by state. Because of limited space, only a sampling of such resources are offered, for in practically every instance there are several valuable LRE contacts ready and most willing to be called on. To locate some of these other possibilities in your state, call or write ABA's Special Committee on Youth Education for Citizenship, annotated in the previous section. The Committee maintains a nationwide clearinghouse of such contacts.

Alaska Doug Phillips
Anchorage School District
Social Studies Curriculum Specialist
2905 Lake Otis Parkway
Anchorage, Alaska 99508

Ala. William Campbell
Administrator
Office of the Courts
817 South Court St.
Montgomery, Ala. 36130

Ark. Becky Thompson, Director
Criminal Law Education for Arkansas
Schools
Attorney General's Office
201 E. Markham
Heritage West Bldg.
Little Rock, Ark. 72201

Ariz. Ellie Sbragia
Director
Arizona Center for LRE
363 North First Ave.
Phoenix, Ariz. 85003

Calif. Vivian Monroe/Todd Clark
Constitutional Rights Foundation
601 South Kingsley Dr.
Los Angeles, Calif. 90005

Charles N. Quigley
Executive Director
Center for Civic Education
5115 Douglas Fir Rd.
Calabasas, Calif. 91302

Colo. James Giese
Executive Director
Social Science Education Consortium
855 Broadway
Boulder, Colo. 80302

Conn. Denise Wright Merrill
State Dept. of Education
165 Capitol Ave.
Hartford, Conn. 06106

D.C. Jason Newman, Ed O'Brien, and Lee
Arbetman
National Institute for Citizen Education
in the Law
25 E Street, NW, Suite 400
Washington, D.C. 20001

Del. Duane Werb, Director
Street Law Project
Delaware Law School
916 West 23rd St.
Wilmington, Del. 19802

Fla. Annette Boyd Pitts
Florida Law Related Education Project
Florida Supreme Court Bldg.
Tallahassee, Fla. 32301

Ga. Patricia Van Decar
Georgia Southern College
Dept. of Elementary Education
Landrum Box 8083
Statesboro, Ga. 30458

Hawaii Claudio Suyat
State Department of Education
189 Lunalilo Home Rd.
2nd Floor
Honolulu, Hawaii 96825

Iowa Barbara Durden Romar
Iowa Center for Law-Related
Education
Drake Law School
Drake University
Des Moines, Iowa 50311

Idaho Diane Minnick
Idaho Law Foundation
P.O. Box 895
Boise, Idaho 83701

Ill.	Carolyn Pereira Constitutional Rights Foundation Suite 730 220 South State St. Chicago, Ill. 60604	Mo.	Steve Jenkins, Director Resource Center for LRE Bar Association of Metropolitan St. Louis One Mercantile Center, Suite 3600 St. Louis, Mo. 63101
Ind.	Connie S. Garriott Yeaton Director Indiana LRE Project 3377 Woodland Pl. Columbus, Ind. 47203	Miss.	Nancy I. Brown Mississippi State Dept. of Education 1304 Walter Sillers Bldg. 550 High Street Jackson, Miss. 39205-0771
Kans.	Mary Lou Davis Education Program Specialist KS Bar Association KS State Department of Education P.O. Box 1037 Topeka, Kans. 66601	Mont.	Ed Eschler Social Studies Specialist Office of Public Instruction State Capitol Helena, Mont. 59620
Ky.	Bruce Bonar Associate Director Model Laboratory School Eastern Kentucky University Richmond, Ky. 40475	N.C.	Doug Robertson Citizenship Education Division of Social Studies North Carolina Dept. of Publ. Instr. Education Bldg. Room 255 Raleigh, N.C. 27603-1712
La.	William Miller Social Studies Section Bureau of Secondary Education State Department of Education 626 North Fourth St. P.O. Box 94064 Baton Rouge, La. 70804-9064	N. Dak.	Penny Barry Director of Communications State Bar Assoc. of North Dakota P.O. Box 2136 Bismarck, N. Dak. 58502
Mass.	Robert Clayman Coordinator of LRE District Court of Massachusetts and Massachusetts Supreme Ct. Holyoke Building, Holyoke Sq. Salem, Mass. 01970	Nebr.	Wayne Kunz Nebraska State Bar Association 635 South 14th St. Lincoln, Nebr. 68508
Maine	Scott Grant Social Studies Consultant State House Station 23 Augusta, Maine 04333	N.H.	Carter B. Hart, Jr. Social Studies Consultant State Department of Education 64 North Main St. Concord, N.H. 03301
Md.	Ellery "Rick" Miller, Jr. Director Citizenship/Law Related Education Program for the Schools of Md. UMBC/MP 007, 5401 Wilkens Ave. Baltimore, Md. 21228	N.J.	Katherine Wallin Institute for Political and Legal Education Education Information and Resource Center 207 Delsea Dr. R.D. #4, Box 209 Sewell, N.J. 08080
Mich.	Linda Start Michigan LRE Project Oakland Schools 2100 Pontiac Lake Rd. Pontiac, Mich. 48054	N. Mex.	Don Westervelt, Director New Mexico LRE Project State Bar of New Mexico P.O. Box 25883 Albuquerque, N. Mex. 87125
Minn.	Jennifer Bloom Minnesota Center for Community Legal Education Hamline School of Law 1536 Hewitt Ave. St. Paul, Minn. 55104		

N.Y.	Eric S. Mondschein, Director Law, Youth & Citizenship Program New York State Bar Association One Elk St. Albany, N.Y. 12207	Tenn.	Dorothy J. Skeel, Director Peabody Center for Economic and Social Studies Education Vanderbilt University 320 Peabody Nashville, Tenn. 37203
Nev.	Jim Bean, President Jim Bean Consulting Associates 311 Roop St. Carson City, Nev. 89702	Tex.	Hope Lochridge Law-Related Education State Bar of Texas P.O. Box 12487 Austin, Tex. 78711
Ohio	David Naylor Executive Director Center for Law-Related Education 608 Teachers College University of Cincinnati Cincinnati, Ohio 45221	Utah	Nancy N. Mathews Utah LRE Project Utah State Office of Education 250 East Fifth South Salt Lake City, Utah 84111
Okla.	Charles Butler, Director Law-Citizenship Project University of Oklahoma College of Education 820 Van Vleet Oval Norman, Okla. 73019	Vt.	John Nelson Social Studies Consultant Vermont Department of Education 120 State St. Montpelier, Vt. 05602
Oreg.	Marilyn R. Cover, Director Oregon Law-Related Ed. Project Lewis & Clark Law School 10015 S.W. Terwilliger Blvd. Portland, Oreg. 97219	Va.	Joseph O'Brien, Director Virginia Institute for Law and Citizenship Studies Oliver Hall South Virginia Commonwealth Univ. 1015 West Main St. Richmond, Va. 23284
Pa.	Beth E. Farnbach Executive Director Temple-LEAP (Law, Education & Participation) Temple University School of Law 1719 North Broad St. Philadelphia, Pa. 19122	Wash.	Cheri L. Brennan Assistant Public Affairs Manager Washington State Bar Association 505 Madison St. Seattle, Wash. 98104
R.I.	Judith St. Thomas, Director Rhode Island Legal/Educational Partnership Program 22 Hayes St. Providence, R.I. 02908	Wis.	Elmer A. Winters, Director Law-Related Education Program University of Wisconsin-Eau Claire Department of Foundations of Education Eau Claire, Wis. 54702-4004
S.C.	Jack Hanna, Project Director Ways of the Law South Carolina Bar P.O. Box 11039 Columbia, S.C. 29211	W. Va.	F. Witcher McCullough West Virginia Bar Association P.O. Box 346 Charleston, W. Va. 25322
S. Dak.	Marvin Schotten, Director South Dakota LRE 112 14th Ave. S. Brookings, S. Dak. 57006	Wyo.	Robert C. Points, Director Wyoming LRE Project College of Education University of Wyoming Laramie, Wyo. 82071

KUDOS

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